

Important problem of education and upbringing system: formation of environmental culture among students

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Careful attitude towards nature has an ancient history. This problem has reflected in oral and written monuments and folk art of different cultures, ethnic groups, as well as Azerbaijani people. But, generally speaking, against the total background of human civilization carelessness and contempt towards nature, harm to environment, inefficient use of its resources, pollution of rivers and lakes, deforestation, forest fires as a result of negligence and so on is observed. People finally realized that destroying nature, violating the ecological balance, contaminating the environment they destroy themselves, make living conditions harder and create danger to health. Therefore, protection of nature and environment is in the interest of the whole world. How should be the attitude of human towards environment? How to rescue humanity from the environmental crisis? All people should think about these questions.

Keywords: environmental education, environmental upbringing, environmental culture, forming environmental culture, system of education and upbringing

Being the main means of environmental culture expedient system of the environmental education requires environmental responsibility from students. Animate nature is one of the most important means of education and upbringing of young generation. Communication with nature, studying of its objects and events students perceive the world around them,

widen their knowledge and get more information. The young generation see the amazing colourfulness of plants and animals, is fascinated by the beauty of the nature. They also understand that the nature plays a major role in the life of human.

Ecology (from Greek οἶκος — house, home, property; λόγος — study) is the scientific analysis and study of interactions among organisms and their environment. The word “ecology” first time was used in 1858 by D.G. Toro. But the German biologist, Professor Ernst Haeckel defined it in 1866.

As noted in the existing literature, "Haeckel considered that, ecology is learning of organism in a natural shelter, i.e. in its "home". Later for a long time ecology has been used in the narrow meaning of the word biology. Only after passing intense and disputable development way modern ecology has been formed. Science that study lifestyle of organisms and study animate systems which higher than organism among themselves and in mutual relation with non-living components of the environment called ecology.” (1).

Learning the history of development of ecology people have begun to understand that this science will be of great importance in the future for the benefitting of mankind from nature in effective manner. It is a fact that there is not natural wealth beyond ecological systems. Usage of ecological systems as required is economic power of state and it is needed for the prospect of economic and social development and improvement of material well-being of people.

It is impossible to imagine the existence of the modern world without ecology.

Protection of the environment and ecological balance in the Republic of Azerbaijan, in general, issues related to the environment is one of the important areas of state policy. Environmental problems, importance and efficient organization of ecological enlightenment, ecological education is in the focus of attention at the state level, the necessary measures are taken to protect the ecology and nature. Taking into account the urgency of the problem the national leader Heydar Aliyev in 2002 signed “The Law of the Azerbaijan Republic on environmental education and enlightenment of population”. The Law defines the legal, economic and organizational basis of the state policy connected with environmental education and enlightenment of population, and regulates relationship in this area. The fourth article of “The Law of the Azerbaijan Republic on environmental education

and enlightenment of population” outlines the basic principles of the state policy. These principles include:

- “- Creating equal conditions for everyone to receive the general ecological knowledge;
- Compulsory environmental education in the secondary education system;
- Uninterrupted environmental education and enlightenment process;
- Ensuring the publicity in the area of environmental education and enlightenment;
- Creating conditions for people and non-governmental organizations to take part in the realization of state policy in the environmental education and enlightenment area” (2).

In Azerbaijan organisation of environmental education, environmental enlightenment and creation of environmental culture, and influence all of these on the formation of students is in the focus of attention.

In this case, the quotation of Heydar Aliyev, "those who cut a sound tree, it seems they cut my arm" is a clear example for this. Heydar Aliyev cared for preservation of ecology, nature, environment, expansion of green areas, prevention of pollution of lakes and rivers, protection of forests, etc. He thought that to achieve development of environmental consciousness and environmental enlightenment should be important for every person in our country.

The President of the Republic of Azerbaijan Ilham Aliyev continues this course and has signed a number of orders for the creation of a clean environment in the country. In initiative of Mr. President for organization and development of environmental consciousness, environmental education, environmental enlightenment and environmental culture 2010 was declared the Year of Ecology.

From June 2, 2003 of No 75 the Cabinet of Ministers of the Republic of Azerbaijan decided to approve “Rules of creation of state programs by ecological education and education” and “Regulations on consulting councils on ecological education and education” (3). The rules of creation of state programs by ecological education and education have been determined in this decision. “The rules” represent preparation, acceptance and publication of state programs by ecological education and education.

The functions of consulting councils of “Regulations on consulting councils on ecological education and education” include: “prepare projects, recommendations and suggestions on ensure of sustainable development

of ecological education and education system of the Republic of Azerbaijan;

- environmental training of the experts in the fields of production and other activities (teaching staff, senior personnel, civil servants, representatives of public associations, etc.), analysis and evaluation of the environmental education, proposals on the organization of monitoring of the environmental education;

- to submit proposals on the development of environmental education and education programs under the appeal of the relevant state authorities;

- to participate in the environmental education and enlightenment of the population in the Republic of Azerbaijan, implementation of concrete measures on the development of environmental training of experts" (3).

A Memorandum of Understanding was signed on October 21, 2011 at Hilton Baku Hotel between the Heydar Aliyev Foundation and the United Nations Development Program. International campaign International Dialogue for Environmental Action (IDEA) launched by the Vice-President of the Heydar Aliyev Foundation Leyla Aliyeva.

Participants of "For Green Azerbaijan" project, implemented according to the country scale environmental education project International Dialogue for Environmental Action (IDEA) often travel to the regions of Azerbaijan. The population, learners, students and youth in these activities gain necessary knowledge and information about environmental disasters around the world, environmental state of the Earth, particularly our country, about Shamakhi, based in the south-eastern part of the Great Caucasus, its rich flora and fauna.

The basic principles of environmental education and environmental upbringing of students have been presented in the pedagogical literature. They include disciplined approach to the environmental culture; systematic and continuous study of the environmental materials; unity of intellectual and emotional-volitional bases in the performance of students on study and improve of the environment; interaction of global, national and regional levels in detection of environmental problems in the training process etc. Acquaintance of the literature on the problem of organisation of environmental education and formation of environmental upbringing shows that there is contradiction between objective demands of society and organization of environmental education towards creation of environmental culture and environmental enlightenment of each student. The contradiction arises the problem of the study. The problem can be stated

as following: how to organize effective environmental education of students? Which optimal conditions, methods and means for forming of the ecological culture are available?

We tried to find answers to all these questions.

Until recently, environmental education was connected with the natural sciences (especially bioecology and biogeography), nature study and partly with the technical sciences related with technology of environmental protection (treatment facilities and technologies). Except separate fragments of environmental, economic, and legal knowledge social component of the ecology was not taught. However, it was revealed that the main place in the context of environmental education should be for social ecology, which directly study the investigation of the objective laws of sustainable development of "nature-society" system.

Environmental education combines in itself not only scientific knowledge and ideas, but it is also enriched with images of art and literature.

Integration of scientific knowledge and corresponding artistic images allows the elimination of incongruity between logical and figurative forms of cognition of reality and provides humanisation of the education.

On the basis of either national development or development of the world stands harmony of human with the environment. So, it is necessary not only to use cultural traditions purposely, but also to develop new environmental culture and propagate it. Environmental culture is a loose conception. It occurs as a result of environmental education, environmental enlightenment and environmental upbringing.

Perception of environmental education and upbringing, environmental culture is the new method of connection and attachment of human with nature. In this meaning, environmental education, environmental enlightenment, environmental upbringing and environmental culture show itself as an indicator of the level of environmental consciousness and environmental thinking.

One of the effective means in the formation of environmental culture is to be enclosed by expedient environmental education. Right attitude towards the nature, environment occurs due to the environmental knowledge. Environmental attitude of students forms and develops their environmental responsibility.

Result of effective environmental education and upbringing is also environmental ethics. "Environmental ethics is a training about ethical relationship of nature and human. This means that nature is a member of

moral unity and accepted as ethical partner (subject), as well as all animates are equal in rights and importance, rights and needs of people are limited. The moral side of relationship with the nature have been analysed by many investigators” (4).

One of the most important modern problems of the ecology is educate individuals, youths with environmental outlook. In this meaning it is important to give much attention to environmental knowledge, environmental culture and environmental ethics. Environmental ethics and upbringing has a big role in the formation of behaviour culture of students.

Today being independent scientific problem, environmental education and upbringing of students secures efficiency of pedagogical influence on formation of emotional and normative activity components of moral, environmental culture of youth and positive ecological experience of personality. Necessary system of pedagogical conditions (situations) consolidated with corresponding pedagogical technologies should ensure more complete and efficient implementation of opportunities of education process in environmental upbringing of students.

Investigations show that, to know scientific principles of environmental enlightenment and environmental upbringing of students, benefit by methods and principles of environmental upbringing, acquaintance with competence of pedagogical collective of the higher school, methods of education; in addition being in the focus of attention of efficient formation of environmental consciousness, environmental thinking and environmental imagination in lecture and seminar classes, non-scholastic activities helps to solve environmental problems and educate environmental culture of youths.

Training process, non-scholastic activities, and certainly, family plays important role in surrounding of students with environmental education and formation of their environmental culture. History of Azerbaijan, human and society, geography, biology, literature and other subjects at institutions of higher education has great opportunities. Simply teacher should discover these opportunities and use them effectively and offer all necessary facilities for environmental enlightenment of students, formation of their environmental consciousness and thinking, organise expedient, systematic, planned and continuous work on environmental upbringing.

In the broad sense environmental culture find itself in living and acting of a man in normal environmental conditions, taking pleasure, in ability to see beforehand results of his changing activities, competence to manage difficult scientific and technical facilities, ability to assume re-

sponsibility for the destiny of the planet, preservation of all animates in the world.

Searching of the efficient conditions (opportunities) of development of environmental consciousness in the environmental education means development of environmental thinking with aiming to the creative work, independence, ability of self-cleaning in everyday activity. Environmental education should be consolidated with existence of definite environmental knowledge, develop environmental thinking, environmental consciousness and culture of students in every level of education.

Environmental crisis around the world, ecological imbalance is a cause for taking necessary measures in this field. Some of the measures are environmental enlightenment of population, as well as students, surround them with environmental education, environmental culture, enlarge investigations on environmental education and environmental upbringing of students.

Environmental education and upbringing is the part of pedagogical process in institutes of higher education. The main direction of modern environmental education and upbringing is formation of culture of a personality, and one of the most important problems here is the environmental culture.

Since the second half of the XX century environmental crisis was acute, so necessity to investigate the problem of environmental education and upbringing considerable increased. Existence of mankind, people's health and physical perfection mainly depends on the level of environmental education, upbringing and culture. Today the main duty of the environmental culture is to save the mankind, to prepare mechanism for elimination of its destruction.

The basis role for formation and development of responsible attitude towards nature, formation of environmental culture of students is the content of different subjects. There have been presented much information on the life of the nature, interrelation of a human (society) with the nature, its necessary properties. To help students to create idea of animated and inanimate nature, changes in the territory of the higher school, living place, native land, nature and in the human labour; explain features of mutual relation among things and events according to the definite age group, influence of changes of the nature on the human labour; give corresponding information on benefit of protection of the nature, acquaintance them with important things that they should do to protect it; to add student's experi-

ence by periodical observation related with animated and inanimate nature events are among these measures.

According to the content of the subjects taught in higher education institutions there are key ideas and concepts for environmental education and training of students. According to the ideas and concepts students come to the conclusion that nature is a necessary condition of the environment and human life: human relaxes in nature, rests, enjoys the beauty of natural objects and phenomena, goes in for sports, swims in rivers, seas, lakes, goes into the fresh air, drinks water, feeds up with the use of natural products. Students clearly understand that human labour is the condition of usage of natural resources and protection of the native land. Environmental education reveals itself as a complex teaching process. To know the basics of ecology is the most important component of growing environmental culture of students.

At present, environmental education and upbringing is one of the most important directions of scientific research. Many research works have been investigated, theses have been maintained in our country on environmental education and upbringing of students, forming of their ecological culture, use of regional materials for education of pupils and students, love for nature etc.

O.G. Hasanly, L.N. Gasimov, B.F. Apoyev, Y.A. Allahverdiyev, A.A. Hamzayev, A.A. Askerov, T.A. Aliyev, G.H. Valiyeva, G.R. Maharramova and other theses can be mentioned.

This problem is also investigated in other countries, among such investigators are L.A. Fedotova, L.A. Yakovleva, I.F. Kharina, P.A. Akbashev, E.V. Asafova, V.M. Basov, A.A. Verbitski, N.A. Vershinin, N.M. Vladimirov, N.J. Dagbayeva, N.S. Dezhnikova, N.F. Kazakova, V.B. Kalinin, Q.N. Karopa, N.N. Karpov and others.

In addition, there is a special section called "Environmental education" in manuals and textbooks, programs on pedagogy, so in lectures and seminar classes of high schools environmental education, environmental upbringing, importance of mastering of environmental culture is trained anyway, the essence of environmental education is clarified, its main purpose and objectives, ways of implementation of environmental education are taught.

However, it should be noted that level of the environmental education of both the pupils and the students does not meet demands of the time. Knowledge level of pupils of secondary schools and graduates, of most students on ecology is not satisfactory, their creative thinking that is

necessary to solve non-standard environmental tasks is weak, ecological thinking has not formed properly. The reason of this situation, i.e. the low level of acquaintance of the students with the basics of ecology, not mastering environmental culture in a proper manner is insufficiency of teachers' preparation on implementation of environmental education and upbringing.

As it is noted in "National Strategy for the Development of Education in the Republic of Azerbaijan" adopted by the Order of the President of Azerbaijan dated October 24, 2014, "Knowledge, skills and abilities of teachers at all levels of the education system should be increased in accordance with the modern requirements. The quality of teachers' activities should be improved by corresponding promotional mechanisms and effective monitoring system" (5).

This also concerns the members of teaching staff who work on environmental education and upbringing of students.

The basics of environmental protection in the country began to form in the 60s of the last century. Environmental education formed on the basis of environmental protection. Environmental education gained recognition when the UN Conference on the Human Environment held in Stockholm, Sweden, in 1972 and in 1977 the Intergovernmental Conference on environmental education in Tbilisi emphasized the role of environmental education. The Conference laid out the objectives of environmental education, provided several goals and principles for development of environmental education and signed some documents.

The strategy adopted in United Nations conference held in Rio de Janeiro in 1992 on environment and its development accelerated formation and development of environmental education and upbringing in the higher education system. The strategy was regarded as the head of operations for all countries of the world. The main idea of the sustainable development strategy is: formation of social, economic and environmental development; review of environmental problems together with social and economic processes. In this case, it is important to ensure favourable conditions for healthy and quality life of people, also for reducing the disparity in lives of the people of the world.

It has been noted in the conference that the current ecological crisis became acute, so elimination of the crisis focused attention on the important role of education and upbringing (6).

To ensure the happy and stable future the world economy and democratic policy has to be changed, a range of values should be reviewed, and

nowadays way of life should be refused as far as possible. All of these are often connected with environmental culture.

Since then, environmental education is carried out in two directions: fundamental (on science) and applied (technical). Here the main is the fundamental direction. This has a reason. Fundamental direction formed due to re-integration of different subjects.

In some high schools ecology is included to the curriculum. There are also manuals on ecology. Thus, "General Ecology", "Human ecology", "Environmental characteristics of the atmosphere", "Human, environment and sustainable development", "Animal Ecology", "Geographical ecology", "Ecology of microorganisms," "Ecological features and protection of biosphere", "Ecological features and protection of hydrosphere", "Biodiversity and its protection" is taught at Baku State University. In all faculties of Azerbaijan University of Architecture and Construction, Azerbaijan State Agrarian University ecology is studied as the main subject.

However, contradictions of development of environmental education on the scientific nature direction in the higher schools have not been analysed yet, the content in this field has not solved properly. We have to admit that at present development of environmental education and enlightenment process is not at the required level. But for some reasons ecology as a subject of higher schools is not taught in faculties like management, diplomacy, humanitarian, political science, politics, law, philosophy, philology, pedagogy, psychology, history, literature, linguistics, journalism, theology, mathematics, physics, computer science and other faculty and specialties of institute and universities. But in European and Western countries, including Russia ecology is taught as the main subject in the bias of these specialties.

After adoption of "UN Strategy of Europe Economic Commission for Education and Sustainable Development" in 2005 scientific nature aspects of environmental education in higher schools play the basis role for investigation of the scientific principles of sustainable development.

Involvement in the environmental education and formation of ecological culture requires from students formation and development of such qualities as environmental purity, careful attitude towards the nature and its protection, extension of greenery, fight for "clean city", "clean region", "clean village", "clean block", "clean yard", drawing in others to protect the nature and so on.

Gained knowledge and experience during environmental education and enlightenment reveals the environmental culture. Environmental edu-

cation means continuous education, training and development process directed to the formation of common environmental culture and responsibility. The purpose of environmental education consists of formation of sense of environmental responsibility. Necessity of environmental education appears as need to ensure favourable conditions for the life of people. Professor A.N.Abbasov defined environmental culture. In his textbook "Pedagogics" for secondary schools is said: "Ecological culture is the indicator of the relationship of a human to the nature. It is an integral, organic part of the general culture, and considered one of the directions of regulation of relations between nature and society". Professor defined environmental education as following: "Environmental education is accurate, consistent and planned work of a teacher (educator) in the field of organisation activity on formation of environmental consciousness and culture, taking care and protection of nature by students" (7).

Achieve a high level of environmental education has to be one of the main tasks of teaching groups. There are should be a number of criteria for determination of this level. Y.V. Asafova prefer the following criteria:

- "- availability of fundamental ecological knowledge and ideas, as well as the skills of interaction with natural objects;
- formation system of beliefs and values that characterize the relationship between the individual to nature;
- perform scientific researches on environmental issues;
- understanding by future specialist responsibility for the results of his professional activities in connection with the preservation of harmonious relations in the system of nature - man - society;
- experience in existing environmental knowledge and belief;
- constant need for communication with nature" (8).

Remembering problems of biosphere and all animates, we can notice that environmental ethics gives stimulus for the activity directed to the preservation and development of people and nature. In the environmental ethics not only relations as "human-human", "human-society", but also "human-nature" in the field of moral relations takes place in a wide range.

In formation of either environmental culture, or environmental ethics expedient system of environmental education plays a major role.

Environmental education should not just penetrate to the structure of the education system, but must become one of its principles. Necessity of environmental education appears as urgency to ensure favourable conditions for the life of people.

The following idea, which serves to the environmental education and environmental enlightenment, formation of environmental culture of youth and environmental courteousness in school textbooks and programs is in the focus of attention: preservation of nature means defence of homeland. For every person homeland is conception related with native land. Rivers, lakes, seas, forests, springs, green forests, plains, valleys, mountains, grain fields, cotton fields and oil wells - all of these are familiar from childhood landscapes of our native land and we never forget them. When necessary we are ready to give our lives for the native land, mother country, for those sceneries. Under the influence of texts in the art works and textbook these views creates the image of the whole, invincible and mighty homeland. Responsibility for the country and its fate arranges harmony with responsibly for its nature. Students come to the conclusion: protection of nature, its resources, the beauty and uniqueness means protection of their house, native land, and homeland.

The purpose of environmental education and upbringing consists of formation of environmental culture. They should be familiar with the nature, flora and fauna of the country, prevent pollution of environment, fight against destruction of trees, birds and animals, deforestation, and should also involve their friends and other people.

Environmental education and training is carried out by taking into account a range of didactic principles. Based on students' interests and tendencies various forms of environmental education are applied. These forms are: usually divided into three parts – mass, group and individual.

The mass forms are putting in order of the building and territory of the higher schools, doing construction work; public environmental protection companies and holidays; conferences; environmental festivals; roll games etc.

Working groups forms - lessons of the young friends of the nature on club and sections; elective courses on the basics of nature protection and ecology; video classes; excursions, tourist marches on the study of nature; environmental practicums.

Individual form intends preparation of reports, conversations, lectures by students, observations on the nature of the flora and fauna, photographic works, paintings, sculpture and so on.

One of the most important problems in higher education is formation of environmental culture, environmental consciousness and thinking of students, care about environmental education and upbringing of young boys and girls. Materials on various subjects, individual topics, extracur-

ricular activities, personal conversations with students, student conferences in this field play an important role.

Objectives of environmental upbringing are wider. In the training process of the higher schools, as well as the extracurricular activities students are introduced with environmental problems, important issue of the environment, "Clear sky", "Clean environment" concepts, with the issues as environment, nature preservation, protection and development of natural resources etc., represented in the Basic Law - the Constitution.

Deformation of environmental relations system, irresponsibility for the future is the signs of critical environmental responsibility.

Consumer approach to the nature is observed in some individuals, including students, they do not pay personal attention to the environmental problems; they have no interest in environment, nature study, no need to participate in its preservation, improvement, extension of the greenery. Therefore, one of the main goals of environmental education and upbringing of students is to form caring attitude towards the environment.

A person who has harmful effect on human health, natural resources and the environment must be surrounded by necessary environmental preparations.

Effective organization of the environmental education is highly depends on the determination of its content. Therefore, first of all, we have to think about it.

At present, it is necessary to create a unified state conception of the environmental education. So, along with the relevant international guidelines and programs, specific features of the higher education institutions of Azerbaijan should be taken into account. In this case, the main pedagogical problem is to determine content of education and teaching load. Develop technology of the environmental education, ground the evaluation criteria of the results of training has an important meaning.

Among the many issues deepening and expansion of environmental knowledge of high school students have a special significance. Environmental education reveals itself as a complex teaching process. To know the basics of ecology is the most important component of growing environmental enlightenment of students. Currently, formation of the high school and extracurricular education and training system combines in itself environmental knowledge, skills and habits which help to implement requirements on level and development of environmental culture.

Formation of environmental education and upbringing system correct and in a high level ensures environmental thinking skills of students,

as a result, environmental culture develops, as well as carrying out educative work with students, educators properly implement their environmental duties.

During training and education of students teachers have the important duties. They must form needs to learn environmental culture in each student. These include: to love nature, material and spiritual wealth of Azerbaijan; protect, be proud of them; participate in the activities of environmental protection; worry about the environmental state; gain environmental knowledge; be aware of the president's decrees and orders related with improvement of the environmental situation; make demands for protection of environmental balance and so on. To manage all of these duties students - future teachers should be trained for environmental education and upbringing of students from university.

According to the participation in lecture and seminar classes, extra-curricular activities we come to the conclusion that, training of students in the process of learning and after, targeted and systematic approach to the problem ensures systematic and purposeful approach of future teachers towards environmental education and environmental upbringing of the students. It is not by chance. Along with the theory of environmental education and environmental upbringing, students are acquainted with the methodology.

A person with environmental culture also has environmental consciousness, respects the laws of nature, is a man who uses nature with humaneness and efficiently. Formation of environmental consciousness and environmental culture of students should benefit by historically established national traditions. People pedagogy plays an important role in the implementation of the duties of environmental culture.

Monitoring and evaluation can be considered as an indicator of the efficiency of environmental culture of students. In order to obtain the information necessary for watching the dynamics of development of students in the education system it is important to carry out long-term and systematic research, observations. This above-mentioned shows itself as the main direction of the monitoring. At this time the results and methods of activity on formation of ecological culture shows itself as the object of the monitoring.

Implementation of verification and knowledge, evaluation on environmental behaviour helps to effective formation of ecological culture.

The quality of the training, the accuracy of the solution of a series of didactic and educational tasks depends on objectivity of control, inspection, monitoring and evaluation.

During monitor on environmental culture it is advisable to assume the following principles as basis: objectivity, accuracy, completeness, systematic character, optimality of generalization, efficiency and so on.

The following main methods of monitoring can be applied: dynamic of analysis, comparative analysis.

The main methods of monitoring are as follows: expertise, expert prices, testing, questionnaire, rating, and other verification activities.

So we come to the conclusion that, the role of environmental education and environmental upbringing in the life of society, learners, as well as students, clear and correct idea about objectives and purposes in this direction is very important in terms of achieving environmental education and environmental upbringing.

Environmental problems and the need for their elimination realized a new environmental direction. This direction intends: each person should understand how strong he connected and how deep depends on nature, existence of the objective laws of the nature, impossibility of irresponsible, indifferent and insensitive approach to the nature. As a result of the effective use of pedagogical technology students become active creator in lectures and seminar classes. Duty of a teacher is to teach students to work together.

Along with other problems of education and upbringing, in terms of achieving environmental education and upbringing the effective use of educational technology and visual aids make efficient progress, training process and educational work become visual. This increases students' interest in the problem, and they can watch the problem on the screen, the computer or can see a thing itself.

Level of environmental culture mainly depends on the teachers and educational system of the high schools. During environmental education and upbringing teachers should attract students' direction not only to emotional perception of nature values, not only understanding the essence of environmental problems, but at the same time should try to surround them with a different social valuable types of their activity.

Pedagogical guidance of teaching environmental education and upbringing of high school students should be consistent with the desire to show their initiative, independence, their amateur. From this viewpoint it is important to direct students' environmental behaviour and cooperate

with young people. It is important to pay attention to the students' reaction and control it.

What is the indicator of proper management of environmental education and upbringing of students? Of course, the elimination of environmental problems in collective, protection of environment, live and work in a healthy environment.

The effectiveness in environmental management of environmental education and upbringing of students significantly rises when the leaders ensure planning, organization and supervision in this direction. One of the main duties of the education is correct establishment of teacher-student relations. Teaching staff should approach students not only like the object, but also as a subject of the teaching process. In other words, should not forget that the boys and girls are equal members of the teaching process.

The purpose of the environmental education is formation of responsible attitude towards the environment, and this process establishes on the basis of new thinking, intends activities on observation of moral and legal principles in the usage of environment, promotion of optimization ideas, study and preservation of the dwelling, preservation and enrichment of the natural resources.

These requirements can become norms of behaviour for every person, but it is necessary to purposely nurture sense of responsible for the protection of nature at an early ages. The effectiveness of environmental education and environmental upbringing of the students depends on the proper arrangements of this task. Competence of the organizers in the field allows students to gain environmental consciousness, environmental thinking, environmental behaviour, after all the environmental culture.

As a result of a deliberate and systematic work positive changes have appeared in the level of environmental knowledge of students, their idea about nature, flora and fauna, also information about environmental events and facilities in the nature observation process considerably expanded. It was clear that every single thing in nature closely connected with each other, a separate incident and objects mutually arrange each other.

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